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ABSTRACT

As part of an ongoing evaluation of the Chelsea Public School System-Boston University (BU) partnership in Massachusetts, a survey was done of 165 teachers to determine their reactions to this effort at school reform and their opinions concerning several matters related to education in Chelsea and the Chelsea-BU partnership. A year and a half after BU's arrival, Chelsea teachers overall appeared to be mixed in their view of BU's impact on the schools. However, teachers who were most involved in school-related activities were most positive about BU's impact on the schools. High school teachers were the least positive about BU's impact on Chelsea, perhaps due to major organizational changes that occurred in the high school during the first year and that were not anticipated and the relatively few professional development activities provided for high school teachers. Two years into the project Chelsea teachers still perceived the system's particular education conditions to be among the worst. However, teachers rated principal effectiveness, quality of teaching, and teacher attendance the highest of education conditions. Survey results also indicate that staff development needs are quite diverse and extensive. Appendixes contain the 102-item Survey of Chelsea Teachers and data on teacher characteristics. (JB)

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ON THE FRONT LINE:

CHELSEA TEACHERS AND THE CHELSEA-BU AGREEMENT

Rita Kirshstein
Diane Pelavin

U.S. DEPARTMENT OF EDUCATION
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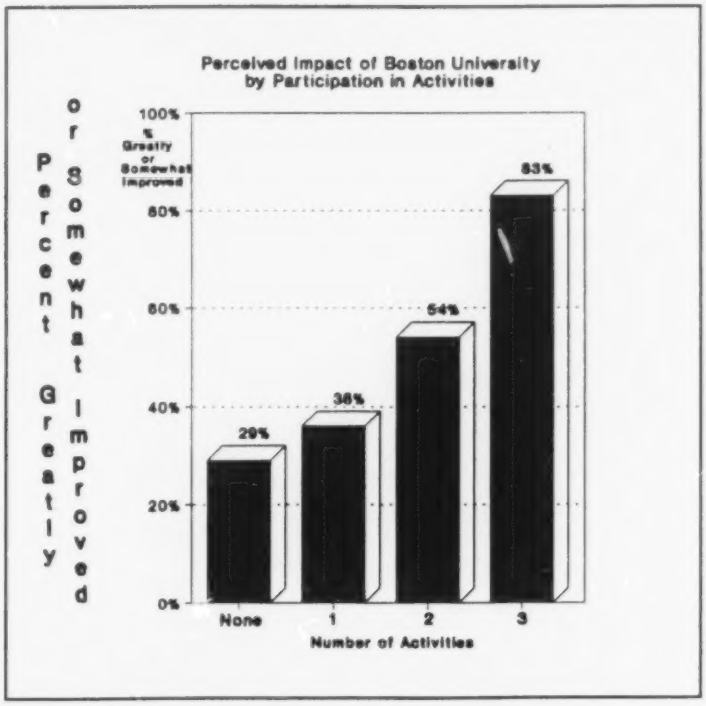
EXECUTIVE SUMMARY

In June 1989, Boston University (BU) agreed to manage the Chelsea Public School System. This event in and of itself made education history, for never before had a private university been responsible for the operation of a public school system on a day-to-day basis. The eyes of the education community nationwide followed this experiment in school governance not only because it was so unique but also because many of the key personalities involved were so engaging. John Silber, the outspoken president of Boston University, engineered the agreement and stayed involved with the issues confronting the agreement in the first year. Peter Greer, Dean of the School of Education and a former school superintendent himself, headed the BU Management Team, which took responsibility for running the Chelsea schools. Diana Lam, the superintendent appointed by the Boston University Management Team, quickly achieved national recognition for her unique position and her ability to bridge some of the tensions that emerged between Boston University and the Chelsea community. A multitude of articles in magazines, education newsletters, and popular newspapers often highlighted these personalities.

But what about the teachers? After all, it is the teachers who are on the front line; they must implement the reforms and carry out the changes proposed by BU and the superintendent. And many of the teachers had initially opposed the agreement and voiced their opposition on many different occasions.

As part of an ongoing evaluation of the Chelsea-BU partnership, the U.S. Department of Education funded a survey of teachers to determine their reactions to this unusual effort at school reform. The survey, conducted in February and March 1991, asked teachers' opinions on a number of matters related to education in Chelsea and the Chelsea-BU partnership.[1] A year and a half after BU's arrival, Chelsea teachers overall appeared to be mixed in their views of BU's impact on the schools.

FIGURE 1



However, teachers who were most involved in school-related activities were most positive about Boston University's impact on the Chelsea schools. (See Figure 1.) An overarching finding of the survey was that teachers' assessment of BU's effect on Chelsea was based on their involvement in school-related activities. Whereas 83 percent of the teachers who took part in three or more activities made available during the first year of the

[1]This survey was conducted prior to Chelsea going into state receivership and the large cuts in the school budget.

agreement indicated that BU had improved the Chelsea schools, only 29 percent of teachers who had not participated in any of these activities thought this to be the case.

These striking differences among Chelsea teachers are consistent with results from a survey of Chicago Public School elementary teachers which demonstrated that teacher participation increased acceptance of reform. Although Chicago is a much larger school system than Chelsea and the approaches taken to education reform in these two jurisdictions are considerably different from one another, the similar findings suggest that teacher involvement is an important element in winning teacher support. The boundaries of teacher involvement are fluid and can run the gamut from professional development activities, as was the case in Chelsea, to governance matters, as in Chicago.

High school teachers were the least positive about BU's impact on Chelsea. Several explanations can be offered for the relative dissatisfaction of this group of teachers. (1) Major organizational changes occurred in the high school during the first year of the agreement that were not anticipated. (2) Numerous professional development activities were provided for elementary and middle school teachers while few were made available to high school teachers. Perhaps if high school teachers had had additional support during the period that the high school was being reorganized, the stress they appeared to experience could have been alleviated.

Perceptions of BU were thus dependent upon teachers' own involvement in school-related activities. This raises questions about the role of teachers in implementing reform and the need to involve them in reform-related activities. If teachers who are more active in professional development activities express more positive attitudes about the results of education reform than less active teachers, it may behoove those responsible for developing educational change to provide opportunities to involve teachers. Any further evaluation of the Chelsea-BU arrangement should examine the impact of teacher involvement not only on teacher attitudes toward reform but also on their role in and willingness to implement reform.

Although many teachers resisted the arrival of BU, they did acknowledge that Chelsea was plagued with many education problems. Education conditions that teachers rated the poorest before BU's arrival included:

- the adequacy of the salary scale;
- the extent of parental involvement in the schools;
- the extent of community support for the schools;
- the quality of the school's physical facilities;
- the quality of community support for the teachers and staff;
- the extent of parental involvement with their children's learning;
- the extent of parental support for the schools; and
- the extent of parental support for the teachers and staff.

Two years later, Chelsea teachers still perceived these particular education conditions to be among the worst.

By comparison, teachers gave themselves and the principals the highest marks. The principal's effectiveness, the quality of teaching in the Chelsea schools, and teacher attendance were the three highest rated education conditions.

Teachers perceived improvement in some areas across three school years (1988 to 1990). This was particularly the case with regard to inservice training activities, an area directly addressed by BU in the initial phases of the project. Other areas in which teachers perceived improvement included dropout prevention activities, the curriculum, and teacher attendance.

The staff development needs of Chelsea teachers appear to be quite diverse and extensive. Over half of 26 potential workshop topics presented to teachers in the survey were considered to be of "high priority" by at least 40 percent of the respondents. The greatest perceived need was "encouraging parental involvement," a concern of 69 percent of all respondents. Five additional topics were considered high priority by more than half of all respondents:

- Motivating students to do their work (58 percent);
- Techniques of teaching writing (57 percent);
- Teaching a multilingual student body (53 percent);
- Preventing drug abuse (52 percent); and
- Teaching a multicultural student body (51 percent).

Of least concern to the teachers in Chelsea was their own knowledge base, suggesting that respondents felt competent teaching their subject areas.

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ON THE FRONT LINE: CHELSEA TEACHERS AND THE CHELSEA-BU AGREEMENT

Introduction

In June 1989, Boston University (BU) and the Chelsea Public School System entered into an historic, ten-year partnership which delegated authority to BU to act on behalf of and instead of the Chelsea School Committee (school board) in managing, supervising, and overseeing all school district operations. As part of an ongoing examination of this unique partnership, the U.S. Department of Education funded an evaluation of the Chelsea-BU project.

Part of that examination has focused specifically on teachers in the Chelsea school system, since the teachers must translate principles and theories into action and implement the project. The Chelsea teachers are of particular interest because many opposed the project, which called for sweeping changes in many education practices that teachers were responsible for implementing. This report presents findings from a survey of public school teachers in Chelsea, Massachusetts.

The survey was designed to supplement a case study of first-year activities (See Implementation of the Chelsea School Project: A Case Study) and to provide baseline data for any future longitudinal evaluations of the Chelsea-BU project. This report addresses several broad issues relating to the agreement:

- How do teachers evaluate the condition of education in Chelsea?
- What are teachers' opinions of the Chelsea-BU project?
- What do Chelsea teachers perceive as their major needs?
- What activities did teachers participate in during the first year of the Chelsea-BU project? How do teachers evaluate these activities?

Background

Although Chelsea is only 1.8 square miles in size and its current population of 26,000 is less than half of what it was 30 years ago, the problems facing the Chelsea community and the schools are often described as staggering:

- In 1988, the median household income in Chelsea was $11,200, the lowest of any city in Massachusetts and 36 percent below the state median.
- More than 28 percent of Chelsea families are headed by single parents; nearly one-third of the community receive public assistance, including the families of almost three-fourths of Chelsea's public school students.

- A majority of the 3,600 students in the Chelsea schools speak English as a second language. More than one-fifth of the students speak one of 11 different languages and are unable to perform their schoolwork in English.

- Student test scores are consistently among the lowest in Massachusetts; in 1988 fewer than half of Chelsea's ninth graders passed the state-mandated basic skills tests, compared with a statewide pass rate of 79 percent.

- More than half of the eighth graders in 1983 dropped out of school before graduating; only 20 percent of the students who did graduate went on to college, and of that number, only one in 10 attended a four-year institution.

- The teenage pregnancy rate (14 percent) is the third highest in the state; one in 4 female high school students in Chelsea was either pregnant or had already had a child.

These massive social and education problems go hand in hand with Chelsea's poor economic base and the intense competition of different programs for city and state funds. For example, Chelsea spends a smaller proportion of its budget for education--17 percent--than any local jurisdiction in the state of Massachusetts. On the other hand, Chelsea ranks among the top 5 Massachusetts jurisdictions in per capita spending for police and fire protection.

Despite differences of opinion regarding the type of assistance that would best serve the students in the Chelsea schools, the Chelsea community basically agreed that something had to be done to improve the quality of education. Many, however, did not view BU as the best solution. The teachers' union filed suit in Massachusetts Superior Court to block implementation of the agreement; the court took no action. The union also recruited Albert Shanker, a long-term union activist and president of the American Federation of Teachers, to testify before the Massachusetts General Court. The union basically questioned whether an elected school board had the right to turn over its governance responsibilities to a private entity, on grounds that such action might jeopardize teachers' due process and collective bargaining rights and limit their access to personnel files. The union argued that BU's management of Chelsea would result in privatization of the public schools, a claim hotly disputed by BU officials, who likened their proposed role to that of a city manager appointed by elected school officials to run the district. Nonetheless, legislation enabling the takeover passed the Massachusetts House of Representatives on May 31, 1989, and 5 days later the Senate approved the measure. On June 13, then Governor Dukakis signed the agreement into law.

Against this backdrop, BU began managing the Chelsea schools in the 1989-90 school year. Eighteen months later, we surveyed teachers to obtain their reactions to the Chelsea-BU partnership and the condition of education in Chelsea. As the results from this survey indicate, teachers varied considerably in their views of this unique arrangement. Some teachers believed that BU had improved education conditions in Chelsea; others did not see improvement.

Methodology

In February 1991, surveys were mailed to the home addresses of all 280 teachers in the Chelsea School System. (See Appendix A for a copy of the survey.) Altogether, 165 teachers responded to the survey. The timing of the survey coincided with some critical events in the Chelsea community and the Chelsea-BU project. Budgetary problems were coming to a head, and teachers were well aware of the potential need to eliminate up to one-third of all teaching positions.

Despite assurances that individual responses would be kept confidential, teachers expressed a fear of being identified and having their responses shared with BU. Furthermore, distrust of BU appeared to generalize to outside evaluators. Several Chelsea teachers believed that Pelavin Associates was owned by or affiliated with Boston University, thus discrediting its stance as a neutral outside evaluator. Although efforts were made to assure teachers who called with this concern that Pelavin Associates was in no way connected to BU, the belief appeared to prevail among some teachers. Consequently, some teachers refused to respond.[1]

The respondents reflected the overall population of Chelsea teachers on 2 of 3 critical indicators: gender and primary teaching position. (See Table 1.)

- Nineteen percent of all survey respondents were male; 20 percent of all Chelsea teachers at the time of the survey were male.

- Twenty-nine percent of all respondents taught at the elementary level as compared to 26 percent of all teachers in Chelsea. Comparisons of respondents and teachers at the middle and high school levels, as well as those teaching special subjects (e.g., bilingual, special education, physical education, etc.) are similarly matched.

Teachers and respondents differed, however, in the average number of years they had taught in Chelsea. Whereas respondents had taught an average of 14.75 years in the community, teachers as a whole had taught an average of 10.5 years. Given concerns about teacher layoffs at the time of the survey, it is quite possible that teachers who had taught fewer years in Chelsea were more hesitant about expressing their opinions and potentially losing their positions than teachers who had taught longer.

Although our analyses reveal that this factor was not important in defining differences among teachers who responded to our survey, there is still the possibility that those respondents with fewer years of experience in Chelsea could be different from teachers with similar tenure who did not respond, so caution should be taken when interpreting findings that could be affected by teachers' tenure in Chelsea. Additional background data on teacher respondents are presented in Appendix B.

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[1]Some of the teachers who responded removed their identification numbers from the surveys or omitted background questions (such as gender, number of years teaching, etc.) These actions reveal both a high degree of concern for their jobs and a general distrust of BU.

TABLE 1

COMPARISON OF CHELSEA TEACHER RESPONDENTS TO ALL CHELSEA TEACHERS

	Respondents		All Teachers	
Gender	%	N*	%	N
Male	19	29	20	56
Female	81	126	80	224
Total	100%	155	100%	280
Primary Teaching Position	%	N	%	N
Elementary	29	46	26	73
Middle	10	15	6	17
High	17	27	19	53
Specialty	44	68	49	137
Total	100%	156	100%	280
Number of Years Teaching in Chelsea	Mean	N	Mean	N
	14.75	145	10.5	280

* The varying number of respondent cases reflects non-responses on some items.

Findings

The Condition of Education in Chelsea: Past and Present

Although many teachers resisted the arrival of BU, they were well aware of Chelsea's many education problems. Indeed, the responses of teachers to a series of questions regarding education conditions in Chelsea for the 1988-89, 1989-90, and 1990-91 school years revealed that teachers generally believed there was room for considerable improvement in the schools. (See Table 2.)

To obtain an overall measure of teachers' perception of education conditions in Chelsea, teachers rated 23 items on a scale from 1 to 5 (1 = poor; 5 = excellent). We then calculated an average rating for each item. For the 1990-91 school year, virtually all (19 out of 23) of the indicators regarding the Chelsea education system received average scores of less than 3.0, the midpoint in the scale. More specifically:

- Scores for 8 items averaged less than 2.0. At the bottom of the list are:
  - -- the quality of the school's physical facilities (1.61);
  - -- the adequacy of the salary scale (1.72);
  - -- the extent of parental involvement in the schools (1.73);
  - -- the extent of community support for the schools (1.80);
  - -- the quality of community support for the teachers and staff (1.82);
  - -- the extent of parental involvement with their children's learning (1.83);
  - -- the availability of instructional materials (1.85); and
  - -- the extent of parental support for the schools (1.96).

- Teachers rated only 4 items above 3.0 for the 1990-91 school year. All items receiving more positive evaluations related to the teaching and administrative staff.
  - -- principal's effectiveness (3.03);
  - -- the superintendent's effectiveness (3.06);
  - -- the quality of teaching in the Chelsea schools (3.42); and
  - -- teacher attendance (3.42).

Despite the preponderance of low scores overall, a comparison of scores across the 3 school years indicates that teachers perceived considerably more improvement than decline in education conditions. Teachers' ratings indicated a decline in education conditions in only 5 of the 23 areas. These areas were:

- "Principal's effectiveness," which declined from an average of 3.35 to 3.03;
- "The availability of instructional material," which fell from 2.31 to 1.85;
- "The quality of the district's central administrative support services," which dropped from 2.48 to 2.31;
- "The quality of the school's physical facilities," a drop from 1.75 to 1.61; and
- "The quality of the instructional materials," a minimal decline from 2.47 to 2.42.

TABLE 2

Perceptions of Education Conditions in Chelsea: 1990-91, 1989-90, and 1988-89

	Average Scores: 1=poor; 5=excellent		
	1988-89*	1989-90**	1990-91***
The quality of the school's physical facilities	1.75	1.71	1.61
The adequacy of the salary scale	1.30	1.53	1.72
The extent of parental involvement with the schools	1.65	1.67	1.73
The extent of community support for the schools	1.69	1.69	1.80
The quality of community support for the teachers and staff	1.77	1.80	1.82
The extent of parental involvement with their children's learning	1.77	1.78	1.83
The availability of instructional materials	2.31	2.06	1.85
The extent of parental support for the schools	1.81	1.82	1.96
The extent of parental support for the teachers and staff	1.95	1.95	2.04
The adequacy of dropout prevention activities in the schools	2.00	2.13	2.26
The adequacy of health care services for students	2.24	2.25	2.31
The quality of the district's central administrative support services	2.48	2.45	2.31
The quality of the instructional materials	2.47	2.31	2.42
The adequacy of substance abuse prevention activities in the schools	2.35	2.40	2.44
The quality of the district's overall inservice training	2.08	2.34	2.59
The quality of the district's inservice training and support for teachers of children from other cultures	2.01	2.30	2.60
The adequacy of the curriculum	2.48	2.53	2.66
Student attendance	2.57	2.48	2.72
Student motivation	2.76	2.63	2.78
Principal's effectiveness	3.35	3.17	3.03
The superintendent's effectiveness	2.74	2.87	3.06
The quality of teaching in the Chelsea schools	3.26	3.18	3.42
Teacher attendance	3.26	3.25	3.42

* Ns vary between 111 and 130.
** Ns vary between 126 and 147.
*** Ns vary between 155 and 164.

On the other hand, teachers perceived limited improvement in a number of different areas. This was particularly the case with regard to inservice training. Teachers' evaluations of "the quality of the district's overall inservice training" increased from an average of 2.08 in the 1988-89 school year to 2.59 in 1990-91. Similarly, perceptions of "the quality of the district's inservice training and support for teachers of children from other cultures" improved from 2.01 to 2.60 across these same school years. Although increases were not large, several other areas showed some improvement:

- "the superintendent's effectiveness," which increased from 2.74 to 3.06;
- "the adequacy of dropout prevention activities in the schools," which rose from 2.00 to 2.26; and
- "the quality of teaching in the Chelsea schools," a change from 3.26 in 1988-89 to 3.42 in 1990-91.

It should be noted that almost all of these areas in which teachers indicated improvement are areas that were directly addressed by the Chelsea-BU project. For example, teachers were presented with many different inservice training opportunities. A new superintendent was hired by BU, and programs addressing the dropout problem (e.g., Chelsea Futures) received considerable attention. Although the changes noted by the teachers are not necessarily large, the changes are areas in which BU had direct involvement.

The Chelsea-BU Project: The Views of Teachers

Just as teachers appeared to believe that some education conditions had improved slightly since the arrival of BU, some teachers also believed that the Chelsea-BU project had improved the Chelsea school district in general. However, the overall picture was one of mixed opinions.

Teachers did not express extreme opinions in either direction regarding the impact of the BU-Chelsea partnership. Only 4 percent of all respondents reported that the school district had "greatly improved" since the project began, and 9 percent indicated that the Chelsea district had greatly declined. More teachers, however, thought the schools had "improved somewhat" (43 percent) than "declined somewhat" (25 percent). Table 3 presents these results.

Differences Between the Views of High School Teachers and Other Teachers

Some interesting differences emerged, however, when results were examined by teachers' primary position and the extent to which teachers participated in the activities made available during the first year of the project. The contrast between the negative perceptions of the high school teachers and the more positive perceptions of elementary and middle school teachers is striking (See Table 4). Over three-quarters of the high school teachers who responded reported that the Chelsea schools had declined somewhat or greatly since the beginning of the Chelsea-BU project. Only one-fifth of the elementary and middle school teachers responded as such. Conversely, over half of these teachers reported that the schools had improved greatly or somewhat since the arrival of BU. Only 17 percent of the high school teachers believed this to be the case.

TABLE 3

Perceived Impact of Boston University on the Chelsea Schools

N = 139

Has the Chelsea School District improved, remained the same, or declined as a result of Boston University's presence since the inception of the BU-Chelsea partnership in June, 1989?

Greatly improved	4%
Improved somewhat	43
Stayed the same	19
Declined somewhat	25
Greatly declined	9
TOTAL	100%

TABLE 4

Perceived Impact of Boston University on the Chelsea Schools by Teaching Position

	Elem	Middle	High	Specialty	HS Spec.	Elem & Mid Spec
N	41	10	18	41	13	7
Greatly or somewhat improved	56%	60%	17%	56%	46%	57%
Stayed the same	24	20	5	22	15	14
Declined somewhat or greatly	20	20	78	22	38	29
TOTAL	100%	100%	100%	100%	100%	100%

These responses suggest that respondents might have been reacting to the different situations that existed for Chelsea high school teachers and elementary and middle school teachers during the first year of the Chelsea-BU project. For example, major changes took place at the high school. The principal at Chelsea's only high school was replaced at the end of the first year of the project, 8th graders were moved into the building to relieve overcrowding at the middle school, and the school was reorganized into 3 "schools within a school" at the beginning of the 1990-91 school year. At the same time, several of the new professional development activities were available only to the elementary or middle school teachers. Only preschool, kindergarten, and first grade teachers, for example, were eligible to receive mini-sabbaticals. Similarly, the curriculum objectives were developed for grades K through 8. Thus, it appears that high school teachers were subjected to a number of fairly radical changes without support in the form of training and workshops. Elementary and middle school teachers, on the other hand, were provided many opportunities for professional growth and development.

Effect of Teacher Participation on Teacher Views

Findings from this study confirm that the extent to which teachers participated in a number of new activities initiated by Diana Lam and BU in the 1989-90 school year was related to support for the Chelsea-BU agreement. A measure of involvement was calculated by summing the number of different activities that teachers participated in, including an advisory committee of teachers started by Superintendent Lam, a Neptune Fund grant, a mini-sabbatical, and curriculum objectives training. The relationship is very direct and pronounced: the greater the participation in activities, the more likely teachers were to believe that the Chelsea schools had improved as a result of BU's presence (See Table 5). Whereas 83 percent of the teachers who took part in 3 or more activities indicated that BU had improved the Chelsea schools, only 29 percent of teachers who had not participated in any activity thought this to be the case. This finding supports the impressions expressed by many BU faculty and Chelsea administrators that teachers who were involved were more supportive of BU's efforts.

TABLE 5

Perceived Impact of Boston University on the Chelsea Schools by Participation in Activities

	Number of Activities			
	0	1	2	3 or more
N	28	47	46	18
Perceived Impact				
Greatly or somewhat improved	29%	36%	54%	83%
Stayed the same	21	19	22	6
Declined somewhat or greatly	50	45	24	11
TOTAL	100%	100%	100%	100%

This finding is also consistent with results of a survey of Chicago Public School elementary teachers. Although Chicago is a much larger school system than Chelsea and the approach taken to reform the schools in Chicago differs considerably from that taken in Chelsea, both school districts are involved in systemwide education reform efforts that are attracting nationwide attention. And in both districts teachers involved in the reform efforts were more positive about the attempts to change the schools in their systems than were teachers who were less involved (Consortium on Chicago School Reform, 1991).

Teachers Views of the Future

When asked to indicate whether they believed the Chelsea-BU project would "enhance the quality of education in Chelsea over the next 5 to 10 years," teachers overall expressed considerable uncertainty. As indicated by the findings in Table 6, over half (51 percent) of all teachers responded that they were "uncertain at this time." Over one-third (36 percent) indicated that they believed the collaboration would enhance the quality of education and 13 percent believed it would not.

TABLE 6

Perceived Impact of Boston University on the Quality of Education in Chelsea Over the Next 5 to 10 Years

Do you think that the BU-Chelsea collaboration will enhance the quality of education in Chelsea over the next 5 to 10 years?

N = 162

Yes	36%
No	13
Uncertain at this time	51
TOTAL	100%

Interestingly, the generally negative impressions of high school teachers regarding BU's impact at the time of the survey did not carry into the future as strongly as might have been predicted from the previous results (See Table 7). Only 15 percent of these respondents reported that they did not think the collaboration would improve the quality of education in Chelsea in the next 5 to 10 years. The overriding opinion, however, was one of uncertainty. Over half of the middle and high school teacher respondents reported that they were uncertain about the project's impact on the quality of education in Chelsea in the future. However, it was the middle school teachers who were most uncertain--71 percent responded this way.

Participation in activities does appear, once again, to be related to teachers' perceptions of BU's potential impact on the future (See Table 8). While slightly less than a quarter (24 percent) of respondents who had not participated in any activities indicated that they thought the

TABLE 7

Perceived Impact of Boston University on the Quality of Education in Chelsea Over the Next 5 to 10 Years by Teaching Position

Do you think that the BU-Chelsea collaboration will enhance the quality of education in Chelsea over the next 5 to 10 years?

	Elem	Middle	High	Specialty	HS Spec.	Elem & Mid Spec
N	45	14	27	45	14	8
Yes	42%	29%	30%	40%	36%	38%
No	9	0	15	16	0	12
Uncertain at this time	49	71	55	44	64	50
TOTAL	100%	100%	100%	100%	100%	100%

TABLE 8

Perceived Impact of Boston University on the Quality of Education in Chelsea Over the Next 5 to 10 Years by Participation in Activities

	Number of Activities			
	0	1	2	3 or more
N	37	53	50	22
Yes	24%	32%	40%	55%
No	14	19	10	5
Uncertain at this time	62	49	50	41
TOTAL	100%	100%	100%	100%

quality of education in Chelsea would be enhanced over the next 5 to 10 years, over half of those who took part in 3 or more activities felt this way. Only 5 percent of the most active teachers responded in the negative to the future impact of BU.

Teachers' Views of the Partnership on a Day-to-Day Basis

To obtain a more detailed assessment of teachers' reactions to the agreement, questions were asked about the impact of the Boston University-Chelsea partnership on teachers' day-to-day activities. Seventy percent indicated that it did have an impact. Forty-three percent of this group reported that the effect was positive, 52 percent negative, and 5 percent indicated a mix.

In taking a closer look at how the project was affecting teachers' day-to-day activities, several themes emerge. The positive effect most commonly mentioned was the expanded opportunity for professional development. A sample of these comments is presented below:

- "I think the professional development has given me an opportunity to become more aware of newer teaching techniques."
- "As teachers, we now have several opportunities to participate in programs that we didn't have before. We have input, professional development opportunities, and better morale."
- "I am greatly enjoying the reeducation being offered to us by the educators of B.U. The professional learning experiences have increased and are far superior in quality."
- "The training & collaboration has made me a better and more confident teacher. I am a better resource for my peers and I feel intellectually stimulated and motivated to excellence."

Several teachers mentioned the additional resources provided by BU, both material and human. Other teachers highlighted the availability of more musical instruments, student interns, and computers as resources that have positively affected their day-to-day activities.

Negative remarks, however, outweighed the positive comments. A number of respondents commented that paperwork had increased considerably since the arrival of BU:

- "The day is spent filling out reports, lengthy lesson plans, a lot of extra planning..."
- "All they've done is a ridiculous increase of useless paperwork."
- "The paperwork seems to be getting out of control. It seems some people want us to practically give a "word for word description of what's to be said" in our plan books. If one needs that much detail in a plan book, it seems one doesn't know very well what one is doing."

Several other teachers commented on changes initiated by BU in specific areas, notably bilingual and special education.

- "Special education is being poorly administered . . ."
- "All special needs students were integrated this year with little or no regard to their needs."
- "No/not enough resources available for special education bilingual who have been "dumped" into regular education."

Many teachers commented that the Boston University-Chelsea partnership had affected the morale of teachers:

- "Teacher morale is very poor. Everyone is worried about their positions."
- "Teacher morale couldn't be any lower."
- "Teacher morale is low. There is a constant feeling of "us" against "them" prevailing among the teachers."
- "[The partnership] has created divisive feelings among teachers. Has created factions: those who are willing to give the project a chance vs. those who are against anything new."

The range of comments indicate that respondents were very much affected by BU's presence in Chelsea. Even those teachers whose assigned schools and/or programs had not been changed directly by BU seemed to feel the effects of changes in other schools or programs. With only 6 schools and fewer than 300 teachers in the school system, the impact of changes in any one area apparently spread quickly.

The Needs of Chelsea Teachers

Just as Chelsea teachers were aware of the poor education conditions surrounding them at the time of BU's arrival, they were also aware of the need for staff development in many different areas. Over half of 26 potential workshop topics presented to teachers in the survey were considered to be of "high priority" by at least 40 percent of the respondents. The most pressing needs appeared to be behavioral rather than pedagogical or technical. Of least concern to the teachers in Chelsea was their own knowledge base, suggesting that respondents were confident of their substantive knowledge in their subject areas. (See Table 9).

The item rated to be a high priority by the largest percentage of teachers (69 percent) was "encouraging parental involvement." Five additional topics were considered a high priority by more than half of all respondents. These were:

- Motivating students to do their work (58 percent);
- Techniques of teaching writing (57 percent);
- Teaching a multilingual student body (53 percent);

TABLE 9

Perceived Staff Development Needs of Chelsea Teachers
(Percent indicating high priority)

Need	Percent	N
Encouraging parental involvement	69%	107
Motivating students to do their work	58	89
Techniques of teaching writing	57	82
Teaching a multilingual student body	53	81
Preventing drug abuse	52	78
Teaching a multicultural student body	51	80
Controlling student behavior	49	77
Encouraging cooperative learning	48	73
Techniques of teaching reading	48	67
Teaching more creatively	44	68
Encouraging creativity in students	43	65
Utilizing a wider range of materials	43	66
Matching the subject matter and the educational level of students with the curriculum objectives	42	59
Techniques of teaching science	38	52
Organizing classrooms for independent learning activities	38	59
Acquiring substantive knowledge in writing	36	43
Teaching basic skills	35	51
Teaching higher order skills	33	48
Techniques of teaching mathematics	33	47
Techniques of teaching social studies	32	42
Acquiring substantive knowledge in reading	32	50
Sequencing the teaching of a topic to guide students from easy skill levels to more difficult ones	31	48
Managing classroom time more effectively	24	37
Acquiring substantive knowledge in mathematics	22	30
Acquiring substantive knowledge in science	19	26
Acquiring substantive knowledge in social studies	17	23

- Preventing drug abuse (52 percent); and
- Teaching a multicultural student body (51 percent).

Activities that few respondents rated to be a high priority were those dealing with the acquisition of substantive knowledge in social studies (17 percent), science (19 percent), and mathematics (22 percent).

Staff Development Needs

Teachers were also given a list of 26 potential staff development needs and asked to select the one activity they considered to be most important and the one activity they considered least important. Despite the fact that Chelsea teachers identified many different potential staff development workshops as being a "high priority" need, no single workshop was selected by an overwhelming percentage of teachers as either most or least important. "Encouraging parental involvement," the item that the largest percentage of teachers believed to be a high priority, was considered to be the single most important need by only 13 percent of all respondents. "Controlling student behavior" ranked second with 12 percent indicating this to be the most important workshop topic (49 percent of all respondents believed this to be a high priority). "Techniques of teaching reading" was rated the most important workshop topic by 10 percent of the respondents. (See Table 10.)

Interestingly, 2 of the workshop topics that appear on the least important list also appear on the most important list. "Matching the subject matter and the educational level of students with the curriculum objectives" and "controlling student behavior" were selected frequently as both most and least important.

A closer look at the data reveals that staff development needs vary considerably by the grade level taught. Although middle and high school teachers were more likely to select "controlling student behavior" than elementary school teachers, some respondents at both the elementary and high school levels selected "matching the subject matter and the educational level of students with the curriculum objectives." Almost one quarter (24 percent) of all elementary school teachers indicated that "encouraging parental involvement" was the most important workshop on the list provided, but none of the high school teachers chose this option. On the other hand, 15 percent of the high school teacher respondents selected "encouraging cooperative learning" and "teaching a multicultural student body" as the most important workshops. None of the elementary school teachers chose the former and only 2 percent of these teachers chose the latter option. The workshop selected as most important by the largest percentage of middle school teachers was "controlling student behavior." Twenty-three percent selected this and another 15 percent chose "techniques of teaching writing." Thus, even though Chelsea is a relatively small school system with fewer than 300 teachers, teachers' needs are potentially as diverse as those of teachers in much larger districts.

Other teacher characteristics, such as years of actual teaching experience, had no consistent relationship with perceived workshop needs. It is, therefore, the teaching level that needs to be considered when designing workshops.

TABLE 10

Most and Least Important Workshops

Most Important

N = 152

Encouraging parental involvement	13%
Controlling student behavior	12
Techniques of teaching reading	10
Matching the subject matter and the educational level of students with the curriculum objectives	9
Teaching a multicultural student body	8

Least Important

N = 140

Managing classroom time more effectively	15%
Utilizing a wider range of materials	13
Sequencing the teaching of a topic to guide students from easy skill levels to more difficult ones	11
Matching the subject matter and the educational level of students with the curriculum objectives	9
Controlling student behavior	8
Teaching basic skills	8

Year One Activities

During the first year of the Chelsea-BU agreement, Chelsea teachers were presented with several different opportunities for professional growth and development. These included:

- Participating on Superintendent Lam's Teacher's Committee, a committee which met 5 times during the 1989-90 school year and discussed issues of concern to teachers;

- Neptune Fund Grants, a program which provided $150 mini-grants to teachers who submitted a proposal concerning professional development or curriculum materials;

- Mini-sabbaticals, an opportunity for preschool, kindergarten, and first grade teachers to visit and observe classrooms and developmentally appropriate programs in neighboring communities and to work directly with teachers in these classrooms and programs;

- Workshops (June 1990), a series of workshops provided on a range of topics of concern to education in Chelsea; and

- Curriculum Objectives Training (August 1990), intensive, 2-week training on curriculum objectives developed by BU for grades K through 8.

Respondents appear to have taken advantage of many of these opportunities. As indicated in Table 11, the single activity in which the most respondents participated was the June 1990 workshops; 61 percent indicated that they had attended at least one of these workshops. Twenty-nine percent of the respondents had received a Neptune Fund grant, and 27 percent had been a member of the superintendent's teacher's committee. Although smaller percentages of teachers appear to have either received a mini-sabbatical (14 percent) or attended the curriculum objectives training (10 percent), it should be noted that both of these activities were restricted to particular subpopulations of teachers.[2]

TABLE 11

Participation in Specific Chelsea-BU Activities

Activity	Percent	Number Participating*
Lam's Teacher's Committee	27%	44
Neptune Fund Grant	29	47
Mini-Sabbatical	14	23
June 1990 Workshops	61	99
Curriculum Objectives Training	10	10

*The numbers reflect those who were eligible to participate and did.

These new opportunities for teachers were generally well received in Chelsea. And, just as teacher participation in these activities appeared to affect teachers' assessments of BU and the Chelsea-BU project, those teachers who took part in specific activities were more positive about their utility than were teachers who did not take part.

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[2]Only preschool, kindergarten, and first grade teachers were eligible for mini-sabbaticals in the 1989-90 school year, and the curriculum objectives workshops were open to 30 K through 8 teachers.

TABLE 12

Perceptions of the Teacher's Committee

	Participated	Did Not Participate
	N = 44	N = 120
Provided a mechanism for teachers to express their opinions and suggestions to Superintendent Lam	93%	48%
Increased communication among teachers	82	18
Increased teacher's ability to identify problems in schools	59	21
Increased teacher's ability to develop solutions to problems in schools	48	17
Provided a mechanism for obtaining information about activities in schools	44	22
Increased cooperation among teachers	32	11
Influenced Superintendent Lam's decisions	27	16
Wasn't very useful	16	35

Superintendent Lam's Teacher's Committee

Not surprisingly, teachers who participated on Superintendent Lam's Teacher's Committee were more positive in their assessment of its impact than teachers who had not served on the committee (See Table 12). Exceptionally high percentages of teachers who had participated on the committee indicated that it "provided a mechanism for teachers to express their opinions and suggestions to Superintendent Lam" (93 percent) and had "increased communication among teachers" (82 percent). However, few participants (27 percent) believed that the committee actually "influenced Superintendent Lam's decisions."

The Neptune Fund

Again, teachers who had received Neptune Fund grants were considerably more likely to view the fund positively than were teachers who had not received a grant (See Table 13). Participants indicated that the grant was most helpful in the area of classroom teaching (58 percent) and teachers' morale (54 percent). Interestingly, nonparticipants also believed that the grants were most helpful in these 2 areas.

TABLE 13

Perceptions of the Neptune Fund

	Received Grant	
	Yes	No
Percent Indicating Very Helpful:	N = 48	N = 72
Classroom Teaching	58%	28%
Professional Development	24	10
Teachers' Relationships with their Students	34	9
Teachers' Morale	54	16

TABLE 14

Perceptions of the Mini-Sabbaticals

	Received Mini-Sabbatical	
	Yes	No
	N = 23	N = 95
Percent Indicating Very Helpful:		
Classroom Teaching	43%	38%
Professional Development	43	39
Teachers' Relationships with their Students	17	24
Teachers' Morale	39	42

Mini-Sabbaticals

The differences in perceptions of the mini-sabbaticals between teachers who participated in them and those who did not were not nearly as large as the differences between participants and nonparticipants on the teacher's committee and in the Neptune Fund (See Table 14). Whereas 43 percent of those who received mini-sabbaticals indicated that they were very helpful in the area of classroom teaching, 38 percent of respondents who had not had mini-sabbaticals reported this to be the case. Similarly, 43 percent of respondents who had mini-sabbaticals believed them to be very helpful to professional development, and 39 percent of teachers who had not received them indicated this. Indeed, a slightly higher percentage of teachers who had not had mini-sabbaticals than teachers who did have them reported that they were very helpful in the areas of teachers' relationships with students and teachers' morale.

Curriculum Objectives

The development of curriculum objectives for teachers in grades K through 8 was intended to be a fairly central focus in the first year of the Chelsea-BU agreement. The development of these objectives culminated in a two-week training program for 28 teachers in August 1990.

Thirty-seven percent of the respondents indicated that they had not heard much about the objectives and therefore did not respond to a series of specific questions about the objectives and the training program. Not surprisingly, a high percentage of high school teacher respondents (70 percent) indicated they had not heard of the objectives. Only 17 percent of the elementary teachers but 43 percent of middle school teachers reported they were not aware of the objectives. Given that the objectives were intended for teachers through grade 8, the percentage of middle school teachers was moderately high. The opinions of the 63 percent of the respondents who were aware of the objectives were fairly mixed.

Overall, 43 percent of teachers who had heard of the objectives indicated a generally favorable opinion of them, 27 percent were unfavorable, and the remaining 30 percent reported that they had no opinion. The specific attitudes of elementary teachers, the group for whom the objectives were intended, toward the curriculum objectives reflected these general opinions. As can be seen in Table 15, while very few of the elementary teachers believed that the new objectives were great (2 percent), very few believed that they were unnecessary (also 2 percent). What is clear is that teachers at the time of the survey were reserving judgment regarding the objectives. Over half of all elementary teacher respondents (52 percent) indicated that "the new curriculum objectives might have the potential to improve the educational quality of the Chelsea schools, but at this time I'm uncertain about how effective they will actually be." Forty percent of all teachers who returned questionnaires agreed that "the new objectives are good, but more training is needed before the teachers can really use them."

Seventeen of the respondents (10 percent) had participated in the training on the curriculum objectives held August 1990.[3] Of the group who had participated, 41 percent thought

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[3]Since this training was only available to elementary and middle school teachers, this represents 25 percent of the elementary teachers who responded to the survey.

TABLE 15

Elementary Teachers' Attitudes About the Curriculum Objectives

N = 48

Statement	Percent
The new objectives are great.	2%
The new objectives are good, but more training is needed before the teachers can really use them.	40
The new objectives are unnecessary.	2
Although new objectives were needed, these objectives do not meet the need.	17
The new objectives seem to conflict with other philosophical goals of the district.	17
The new curriculum objectives might have the potential to improve the educational quality of the Chelsea schools, but at this time I'm uncertain about how effective they will actually be.	52

the training was "very useful" for "understanding the objectives" and 29 percent indicated it was "very useful" for "implementing the objectives in my classroom." Of all respondents who had heard of the curriculum objectives, over half (58 percent) reported that they could use more training on implementing the objectives, and 24 percent indicated that they were uncertain as to whether or not they needed more training.

Epilogue

To conduct a survey of teachers at a time when they fear for their jobs is undoubtedly a risky undertaking. Time did indicate that the fears of Chelsea teachers were not unfounded. The 1991-92 school year began in Chelsea two weeks late, under the leadership of an interim superintendent (the former head of the BU Management Team), and minus 58 of the 301 teachers and teachers' aides who had been on the payroll the prior year. Furthermore, the Massachusetts Legislature approved emergency legislation on September 12, 1991, placing the town of Chelsea under state receivership. Designed to restore Chelsea's fiscal health, the uniqueness and newness of the receivership added to the other uncertainties teachers faced.

The 1991-92 school year was undoubtedly an unsettling one for Chelsea teachers. A reduced education budget translated into fewer teachers, larger class sizes, the elimination of the middle school and other programs, and textbook and supply shortages. Furthermore, many teachers were reassigned to other schools, to grades they had never taught, and to subject areas that they had not taught in many years, if ever.

Despite Chelsea's fiscal problems and the many education changes resulting from them, the Chelsea-BU partnership has survived. The 1992-93 school year began with yet another new superintendent, the third in 4 years, but with little of the fanfare of the previous year. The Chelsea schools opened on their scheduled date and some class sizes were smaller than they had been in the prior academic year.

Certainly if another survey of Chelsea teachers were conducted today, respondents and responses would be different from those in this report. Although it is still too early to assess the overall impact of the Chelsea-BU project, one fact is irrefutable: the partnership has withstood crises and changes that go far beyond any anticipated by the project's creators. Thus, the data provided by this survey must be considered in the context of the continuously changing Chelsea landscape and as a snapshot in time, albeit a time of trouble and uncertainty for Chelsea teachers.

APPENDIX A

OMB Clearance No. 1875-0052
exp. 6/91

A Survey of Chelsea Teachers

SECTION A

This first set of questions focuses on teacher characteristics.

1. How old are you? _____

2. Are you male or female? M ☐ F ☐

3. How many years have you been teaching? _____

4. Is this your first year teaching in the Chelsea School District?

   a ☐ Yes (go to question 6) b ☐ No (go to question 5)

5. How many school years have you been teaching in the Chelsea School District? _____

6. Please indicate your position by checking the appropriate box(es) that correspond(s) with your position.

   a ☐ Regular Elementary School Teacher (please skip questions 7 and 8 and go to Section B)
   b ☐ Specialty Teacher (i.e., Special Ed, Bilingual Ed, Art, Music, Physical Education, etc.)
   c ☐ Middle School Teacher
   d ☐ High School Teacher

7. If you are a middle school or high school teacher, please indicate the subject area(s) that you teach by putting a check in the appropriate box(es).

   a ☐ English
   b ☐ Mathematics
   c ☐ Science
   d ☐ Social Studies
   e ☐ Foreign Language
   f ☐ Other (please specify)_____

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8. Please put a check in the box(es) to the left of each field in which you are certified. Then to the right of that field, please indicate the grade level that you are certified in for that field by placing an X in the appropriate column.

Field	Grade Level								
	Pre-K	K-3	1-6	5-9	9-12	K-9	5-12	N-9	All
☐ Young Children with Special Needs									
☐ Early Childhood									
☐ Elementary									
☐ Middle School									
☐ English as a Second Language									
☐ English									
☐ History									
☐ Geography									
☐ Social Studies									
☐ Math									
☐ Chemistry									
☐ Physics									
☐ Biology									
☐ General Science									
☐ Earth Science									
☐ French									
☐ German									
☐ Spanish									
☐ Italian									
☐ Russian									
☐ Polish									
☐ Portuguese									
☐ Modern Foreign Language (Other)									
☐ Latin and Classical Humanities									
☐ Math and Science									

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8. (continued)

Field	Grade Level								
	Pre-K	K-3	1-6	5-9	9-12	K-9	5-12	N-9	All
☐ Behavioral Sciences									
☐ Secretarial Skills									
☐ Business Management									
☐ Dance									
☐ Drama									
☐ Physical Education									
☐ Health									
☐ Business									
☐ Home Economics									
☐ Industrial Arts									
☐ Art									
☐ Music									
☐ Speech									
☐ Consulting Teacher of Reading									
☐ Generic Consulting Teacher									
☐ Children with Severe Special Needs									
☐ Children with Moderate Special Needs									
☐ Children with Hearing and Language Disorders									
☐ Children with Special Needs: Vision									
☐ Children with Special Needs: Audition									
☐ Other (Please specify) _____ _____									

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SECTION B

PLEASE RATE THE NEED FOR EACH OF THE FOLLOWING STAFF DEVELOPMENT WORKSHOPS AND ACTIVITIES BY CHECKING ONE OF THE NUMBERS FROM 1 THROUGH 4, WHERE 1 INDICATES NO NEED, 2 INDICATES A NEED OF LOW PRIORITY, 3 INDICATES A NEED OF MEDIUM PRIORITY, AND 4 INDICATES A NEED OF HIGH PRIORITY.

Workshops and other activities on the following topics:	No Need 1	Low Priority 2	Med Priority 3	High Priority 4
9. Techniques of teaching mathematics.				
10. Techniques of teaching reading.				
11. Techniques of teaching writing.				
12. Techniques of teaching science.				
13. Techniques of teaching social studies.				
14. Acquiring substantive knowledge in mathematics.				
15. Acquiring substantive knowledge in reading.				
16. Acquiring substantive knowledge in writing.				
17. Acquiring substantive knowledge in science.				
18. Acquiring substantive knowledge in social studies.				
19. Motivating students to do their school work.				
20. Encouraging cooperative learning.				
21. Sequencing the teaching of a topic to guide students from easy skill levels to more difficult ones.				
22. Controlling student behavior.				
23. Teaching basic skills.				
24. Teaching higher order skills.				
25. Teaching more creatively.				
26. Encouraging creativity in my students.				
27. Matching the subject matter and the educational level of my students with the curriculum objectives.				
28. Teaching a multicultural student body.				
29. Teaching a multilingual student body.				
30. Preventing drug abuse.				
31. Encouraging parental involvement.				
32. Managing classroom time more effectively.				
33. Organizing classrooms for independent learning activities.				
34. Utilizing a wider range of materials.				

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35. Please indicate which of the workshops/activities listed on page 4 is most important by listing the number that appears to the left of that topic in this box ☐

36. Please indicate which of the workshops/activities listed on page 4 is least important by listing the number that appears to the left of that topic in this box ☐

37. Have you ever been a member of Superintendent Lam's teacher's committee?

a ☐ Yes b ☐ No

38. Please check the following statements which reflect your perceptions of the teacher's committee. Check as many as apply.

The teacher's committee ...

a ☐ Increased communication among teachers

b ☐ Increased cooperation among teachers

c ☐ Provided a mechanism for teachers to express their opinions and suggestions to Superintendent Lam

d ☐ Increased teacher's ability to identify problems in schools

e ☐ Increased teacher's ability to develop solutions to problems in schools

f ☐ Provided a mechanism for obtaining information about activities in schools

g ☐ Influenced Superintendent Lam's decisions

h ☐ Wasn't very useful

39. Did you participate in any of the workshops that were conducted in June 1990?

a ☐ Yes b ☐ No

40. Did you receive a Neptune Fund grant?

a ☐ Yes b ☐ No

41. How helpful do you think the Neptune Fund was to the following aspects of teacher's work?

	Very Helpful	Somewhat Helpful	Not Helpful	Didn't Know About Fund
Classroom Teaching	_____	_____	_____	_____
Professional Development	_____	_____	_____	_____
Teachers' Relationships with their Students	_____	_____	_____	_____
Teachers' Morale	_____	_____	_____	_____

42. Did you receive a mini-sabbatical?

a ☐ Yes b ☐ No

43. How useful do you think the mini-sabbaticals are to the following aspects of teacher's work?

	Very Helpful	Somewhat Helpful	Not Helpful	Didn't Know About Fund
Classroom Teaching	_____	_____	_____	_____
Professional Development	_____	_____	_____	_____
Teachers' Relationships with their Students	_____	_____	_____	_____
Teachers' Morale	_____	_____	_____	_____

The next few questions are about the curriculum objectives. If you haven't heard much about them, please put a check in this box ☐ and go to question 53. If you have some awareness of them, please go to question 44.

44. In general what is your opinion of the objectives?

a ☐ Favorable

b ☐ Unfavorable

c ☐ No opinion at this time

45. Are there any objectives or sets of objectives that seem especially relevant?

a ☐ Yes (go to question 46)

b ☐ No (go to question 47)

c ☐ At present, I'm not very familiar with specific objectives

46. If you feel that some objectives or sets of objectives are especially relevant, please list up to three that you feel are most impressive.

_____

_____

_____

_____

47. Are there any objectives or sets of objectives that are not at all relevant?

a ☐ Yes (go to question 48)

b ☐ No (go to question 49)

c ☐ At present, I'm not very familiar with specific objectives

48. If you feel that certain objectives are not at all relevant, please list up to three that you feel are not relevant.

_____

_____

_____

_____

49. Please put a check in the box next to each of the following statements that reflects your attitude about the curriculum objectives.

a ☐ The new objectives are great.

b ☐ The new objectives are good, but more training is needed before the teachers can really use them.

c ☐ The new objectives are unnecessary.

d ☐ Although new objectives were needed, these objectives do not meet the need.

e ☐ The new objectives seem to conflict with other philosophical goals of the district.

f ☐ The new curriculum objectives might have the potential to improve the educational quality of the Chelsea schools, but at this time I'm uncertain about how effective they will actually be.

g ☐ Other (Explain) _____

50. Did you attend the training on curriculum objectives during the weeks of August 13th through August 24th?

a ☐ Yes (go to question 51)

b ☐ No (go to question 52)

51. How useful was the training on curriculum objectives to the following:

	Very Useful	Somewhat Useful	Not Useful
Understanding the objectives	_____	_____	_____
Implementing the Objectives in my classroom	_____	_____	_____

52. Do you think you could use more training on implementing the curriculum objectives?

a ☐ Yes

b ☐ No

c ☐ Uncertain at this time

The next set of questions focuses on your general perception of the Boston University-Chelsea partnership.

53. Do you think that the BU-Chelsea collaboration will enhance the quality of education in Chelsea over the next 5 to 10 years?

a ☐ Yes b ☐ No c ☐ Uncertain at this time

IF THIS IS YOUR FIRST YEAR AS A TEACHER IN CHELSEA, PLEASE SKIP QUESTION 54 AND GO TO QUESTION 55.

54. Has the Chelsea School District improved, remained the same, or declined as a result of Boston University's presence since the inception of the BU-Chelsea partnership in June, 1989?

a ☐ Greatly improved

b ☐ Improved somewhat

c ☐ Stayed the same

d ☐ Declined somewhat

e ☐ Greatly declined

55. Has the Boston University-Chelsea partnership affected your day-to-day activities?

a ☐ Yes (go to answer question 56) b ☐ No (skip question 56 and go to the instructions at the bottom of this page)

56. Please put a check in the box next to the one response that best reflects your perception about what the effect has been.

a ☐ Overall Positive please explain _____

b ☐ Overall Negative please explain _____

SECTION C

WE WOULD LIKE TO GET YOUR IMPRESSIONS OF SEVERAL ITEMS AS THEY ARE THIS YEAR (1990-91). PLEASE RATE EACH OF THE FOLLOWING ITEMS BY PLACING A CHECK IN THE BOX UNDER ONE OF THE NUMBERS FROM 1 THROUGH 5, WHERE 1 REPRESENTS POOR AND 5 REPRESENTS EXCELLENT. THE STATEMENTS ARE ON THE LEFT AND THE RATING SCALE IS ON THE RIGHT.

	This Year (1990-91) Poor → Excellent				
	1	2	3	4	5
57. The adequacy of the curriculum					
58. The availability of instructional materials					
59. The quality of the instructional materials					
60. Student attendance					
61. Student motivation					
62. Teacher attendance					
63. The quality of the district's central administrative support services					
64. Your principal's effectiveness					
65. The quality of the school's physical facilities					
66. The extent of parental involvement with their children's learning					
67. The extent of parental involvement with the schools					
68. The extent of parental support for the schools					
69. The extent of community support for the schools					
70. The extent of parental support for the teachers and staff					
71. The quality of community support for the teachers and staff					
72. The quality of the district's overall inservice training					

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SECTION C

WE WOULD LIKE TO GET YOUR IMPRESSIONS OF SEVERAL ITEMS AS THEY ARE THIS YEAR (1990-91). PLEASE RATE EACH OF THE FOLLOWING ITEMS BY PLACING A CHECK IN THE BOX UNDER ONE OF THE NUMBERS FROM 1 THROUGH 5, WHERE 1 REPRESENTS POOR AND 5 REPRESENTS EXCELLENT. THE STATEMENTS ARE ON THE LEFT AND THE RATING SCALE IS ON THE RIGHT.

	This Year (1990-91) Poor → Excellent				
	1	2	3	4	5
73. The quality of the district's inservice training and support for teachers of children from other cultures					
74. The quality of teaching in the Chelsea schools					
75. The superintendent's effectiveness					
76. The adequacy of dropout prevention activities in the schools					
77. The adequacy of substance abuse prevention activities in the schools					
78. The adequacy of health care services for students					
79. The adequacy of the salary scale					

IF THIS IS YOUR FIRST YEAR AS A TEACHER IN CHELSEA, please stop here. Thank you very much for your assistance.

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SECTION D

WE WOULD LIKE TO GET YOUR IMPRESSIONS OF SEVERAL ITEMS. IF LAST YEAR (1989-90) WAS YOUR FIRST YEAR AS A TEACHER IN CHELSEA, PLEASE COMPLETE ONLY COLUMN A FOR THE ITEMS LISTED BELOW. IF YOU HAVE BEEN TEACHING IN CHELSEA FOR AT LEAST THE LAST TWO YEARS (1988-89 AND 1989-90), COMPLETE COLUMNS A AND B FOR THE ITEMS LISTED BELOW.

FOR EACH OF THE FOLLOWING ITEMS PLACE A CHECK IN THE BOX UNDER ONE OF THE NUMBERS FROM 1 THROUGH 5, WHERE 1 REPRESENTS POOR AND 5 REPRESENTS EXCELLENT. THE STATEMENTS ARE ON THE LEFT AND THE RATING SCALES ARE ON THE RIGHT.

	A					B				
	Last Year (1989-90) Poor Excellent					Two Years Ago (1988-89) Poor Excellent				
	1	2	3	4	5	1	2	3	4	5
80. The adequacy of the curriculum										
81. The availability of instructional materials										
82. The quality of the instructional materials										
83. Student attendance										
84. Student motivation										
85. Teacher attendance										
86. The quality of the district's central administrative support services										
87. Your principal's effectiveness										
88. The quality of the school's physical facilities										
89. The extent of parental involvement with their children's learning										
90. The extent of parental involvement with the schools										
91. The extent of parental support for the schools										
92. The extent of community support for the schools										

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SECTION D

WE WOULD LIKE TO GET YOUR IMPRESSIONS OF SEVERAL ITEMS. IF LAST YEAR (1989-90) WAS YOUR FIRST YEAR AS A TEACHER IN CHELSEA, PLEASE COMPLETE ONLY COLUMN A FOR THE ITEMS LISTED BELOW. IF YOU HAVE BEEN TEACHING IN CHELSEA FOR AT LEAST THE LAST TWO YEARS (1988-89 AND 1989-90), COMPLETE COLUMNS A AND B FOR THE ITEMS LISTED BELOW.

FOR EACH OF THE FOLLOWING ITEMS PLACE A CHECK IN THE BOX UNDER ONE OF THE NUMBERS FROM 1 THROUGH 5, WHERE 1 REPRESENTS POOR AND 5 REPRESENTS EXCELLENT. THE STATEMENTS ARE ON THE LEFT AND THE RATING SCALES ARE ON THE RIGHT.

	A					B				
	Last Year (1989-90) Poor				Excellent	Two Years Ago (1988-89) Poor				Excellent
93. The extent of parental support for the teachers and staff										
94. The quality of community support for the teachers and staff										
95. The quality of the district's overall inservice training										
96. The quality of the district's inservice training and support for teachers of children from other cultures										
97. The quality of teaching in the Chelsea schools										
98. The superintendent's effectiveness										
99. The adequacy of dropout prevention activities in the schools										
100. The adequacy of substance abuse prevention activities in the schools										
101. The adequacy of health care services for students										
102. The adequacy of the salary scale										

YOU HAVE COMPLETED THE QUESTIONNAIRE.

THANK YOU VERY MUCH FOR YOUR ASSISTANCE

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APPENDIX B

TABLE B-1

Characteristics of Chelsea Teachers Who Responded to Survey

Age

30 & younger	16%
31 to 35	17
36 to 40	23
41 to 45	17
46 to 50	12
50 & older	15
Total	100%
(N=150)	

Gender

Male	19%
Female	81
Total	100%
(N=155)	

Number of Years Teaching

5 or less	18%
6 to 10	16
11 to 15	19
16 to 20	23
over 20	23
Total	99%
(N=158)	

Subjects Taught by Middle and High School Teachers

English	18%
Mathematics	6
Science	10
Social Studies	10
Foreign Language	0
Social Studies & Foreign Language	4
Social Studies & Science	6
Math & Social Studies	6
Math & Science	18
English & Foreign Language	2
English & Social Studies	8
English & Science	4
English & Math	2
English, Math, & Social Studies	2
English, Math, & Science	2
English, Math, Science, & Social Studies	2
Total	100%
(N=51)	